# Ministry of Advanced Education, Innovation and Technology

# 2012/13 Annual Service Plan Report

BRITISH COLUMBIA

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# Message from the Minister and Accountability Statement

As Minister of Advanced Education it is my pleasure to present the 2012/13 Annual Service Plan Report, reporting on targets outlined in the Ministry of Advanced Education, Innovation and Technology 2012/13 Service Plan.

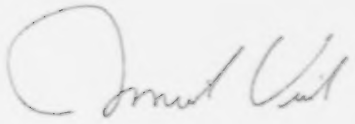
British Columbians have long recognized that a first-class education system is one of the key pillars of economic prosperity. The ministry is at the forefront of ensuring that our post-secondary institutions provide the education programs and support that allows students to transition seamlessly from K-12 schools through the post-secondary system and on to the labour market.

To ensure British Columbians are ready to meet the challenges of our current and future labour market, we are investing in a Skills and Training Plan and working in collaboration with other ministries, agencies and industry. Two areas on which we will be focusing will be providing a Centre of Excellence in Agriculture at the University of the Fraser Valley, and establishing a School of Traditional Medicine at a publicly-funded B.C. post-secondary institution. The emphasis on investment in new skills equipment and facilities and the creation of a broader awareness of the varied career options available in trades are key responses to labour market demands through the *BC Skills and Training Plan* and *BC Jobs Plan*.

In tandem with the ministry's focus on domestic post-secondary investment, there are significant opportunities to enhance B.C.'s reputation in a wider context through our International Education Strategy. This will increase the number of international students coming to British Columbia and create a two-way flow of talent and ideas back to the global market. The ministry is also focused on developing a Quality Assurance Framework that will use internationally recognized standards and practices to strengthen safeguards for private and public post-secondary education and help position B.C. in the forefront of the international post-secondary market.

Investment in our post-secondary education is an investment in the future of British Columbia's communities. We recognize that training and employment requirements differ from region to region. Regional Workforce Tables and B.C. Centres of Training Excellence are a direct response to regional needs. Flexibility has become increasingly important for students, so the ministry is supporting a system that allows students to transfer seamlessly between institutions. Digital innovation such as open textbooks and the ability to provide multiple delivery methods for learners remains a priority. The ministry has also developed an education strategy for improving access and educational outcomes for Aboriginal learners. We remain focused on ensuring that all of B.C.'s diverse communities have the opportunities to enjoy the benefits of our post-secondary education system, and contribute their expertise to the continued economic prosperity of British Columbia.

The *Ministry of Advanced Education, Innovation and Technology 2012/13 Annual Service Plan Report* compares the actual results to the expected results identified in the *Ministry's 2012/13 - 2014/15 Service Plan*. I am accountable for those results as reported.



Honourable Amrik Virk
Minister of Advanced Education
June 30, 2013

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# Highlights of the Year

In 2013, the ministry invested over $1.9 billion in post-secondary education, research and innovation. This direct investment resulted in $4.9 billion in annual expenditure to provide high quality education to over 440,000 learners, resulting in over 50,000 certificates, diplomas and degrees awarded and continued financial support for over 66,000 learners. It also supported researchers – such as those at Genome BC working on world-class DNA projects – to keep B.C. at the forefront of new discoveries that affect our health, economy and environment.

The ministry plays a key role in delivering on government's *Skills and Training Plan* to ensure British Columbia has the skilled workers needed to capitalize on the province's economic and labour market needs. A diverse labour force in a global economy is a competitive advantage enabling increased productivity and greater success in recruiting and retaining top talent.

Here are some of the highlights from the past year.

## Meeting Education, Employment and Training Needs

B.C.'s ability to compete and succeed in the global economy is dependent upon a highly skilled and adaptable workforce. B.C. faces a growing demand for skilled workers while grappling with an aging population and skill shortages in high-skilled occupations and high growth industries. Our post-secondary system addresses these needs by aligning learning opportunities with jobs that are in demand both today and in the future.

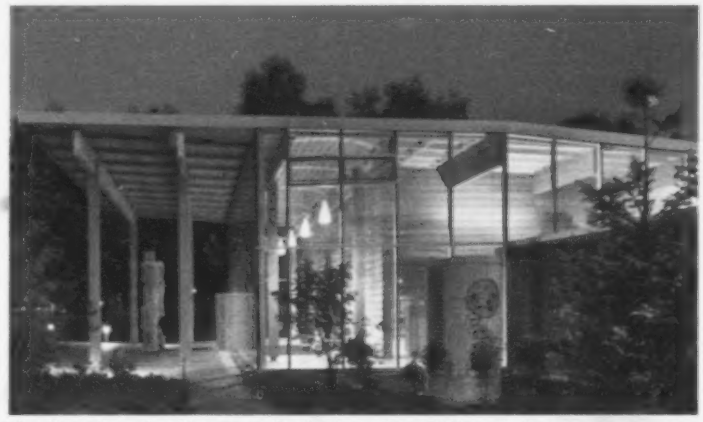
Students from Nicola Valley Institute of Technology's Shellfish Training Program tour a hatchery.

Investing in learner success leads to strong, healthy communities. The ministry works to ensure post-secondary education is accessible and meets the diverse needs of British Columbians by making strategic investments to remove financial and geographic barriers for individuals to achieve their education and training goals.

Key achievements in 2012/13:

- Established two B.C. Centres of Training Excellence for key economic sectors – mining, and oil and gas – at Northwest Community College and Northern Lights College. The Centres build upon existing activities, expertise and industry connections to coordinate training opportunities and curriculum development, and to further leverage industry partnerships.

- Invested over $75 million to improve skills and training equipment and infrastructure, including the expansion of the Camosun College and Okanagan College Trades complexes, and new equipment for all 14 post-secondary institutions that offer trades training programs.
- Worked with the Ministry of Jobs, Tourism and Skills Training to establish three regional and two sector specific workforce tables to ensure post-secondary education and training is aligned with regional and sector needs.
- Launched an initiative to provide open licensed textbooks for high enrolment first and second year post-secondary courses to be available to students for free (e-version) or low-cost (print version).
- Implemented key actions under the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan including:
    - Launching the Aboriginal Emergency Assistance fund for Aboriginal students who experience a short-term financial crisis
    - Supporting 26 partnerships, through the Aboriginal Community-Based Delivery Partnerships Program, between public post-secondary institutions and Aboriginal institutes and communities that met Aboriginal community needs, increased Aboriginal learners' employability and labour market attachment and positioned Aboriginal communities to take advantage of economic opportunities.



The First Peoples House at the University of Victoria is among many facilities with LEED Gold certification for sustainability.

- Launched a redesigned student financial assistance website to transform how we engage with students. The redesigned website uses modern, mobile-friendly technology allowing access to information from any device. The site was recognized by GovLoop as one of the "Top 5 Great Local Government Sites".

## Building on a Quality, Integrated Post-secondary Education System

A high quality B.C. post-secondary education system plays a major role in ensuring students have the education and training they need to be successful in their chosen career. Students need to know that they are receiving the best possible education and that their investment is protected. Employers also need to have confidence in the quality of education provided to their current and potential employees.

The ministry aims to provide multiple pathways for learners to pursue their education. In addition to $139.5 million (2012/13) in continuing investment for new and upgraded facilities, the ministry supports BCcampus to provide an online gateway to over 2,000 courses, programs and student services for higher education.

Key achievements in 2012/13:

- Established a council to serve as an ongoing forum for public post-secondary institutions and senior ministry leadership to work together to identify and advance a strategic agenda for the system.
- Developed a new Quality Assurance Framework oriented towards continuing quality improvement that is more strategic and flexible, with stronger student protection. Consultations to develop the framework were held in three phases, including meeting with over 100 practitioners from the higher education system and more than 100 submissions from institutions, students, associations and private individuals. Consultations to implement the framework are underway and continue into 2013/14.
- Launched an International Education Strategy to promote the two-way global flow of students, educators and ideas between countries. In particular, government provided $5 million in funding to Mitacs and the Irving K. Barber British Columbia Scholarship Society to give more British Columbian students the chance to study abroad and to bring more international students to B.C.

## Seeking Innovative Approaches to Maximize Return on Investment

Creating conditions for communities to succeed is a key focus for the ministry. Through post-secondary education and investments in research, we encourage innovation while making sure we provide services as efficiently as possible.

Key achievements in 2012/13:

- Approved 67 research and innovation projects with a value of $8.4 million at five public post-secondary institutions under the British Columbia Knowledge Development Fund program.
- Collaborated with public post-secondary institutions to identify opportunities to reduce overhead costs and find savings through administrative efficiencies to ensure we are protecting and maximizing investments in post-secondary education.

# Purpose of Ministry

The goal of this government is to ensure British Columbians are first in line to take advantage of the one million job openings that are predicted in the province by the year 2020. This will require educational opportunities for young people entering the workforce and older workers who need to upgrade their skills.

It is the role of the ministry to ensure that B.C.'s post-secondary system provides opportunities for British Columbians to obtain the education and training needed to take full advantage of these upcoming openings and contribute to B.C.'s growing economy. As a ministry, we aim to create excellence in innovation, strong communities and bright futures.

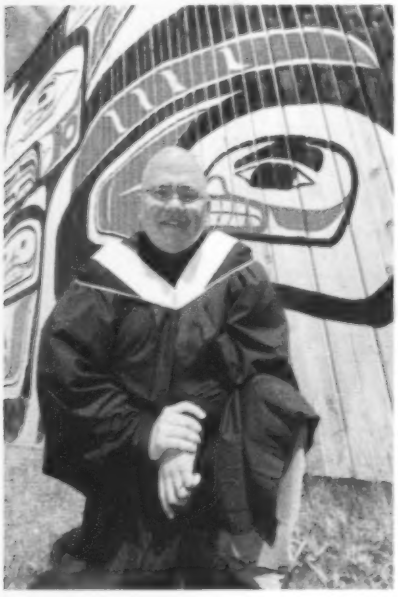
Globally, economies are becoming more knowledge-based. B.C.'s economy, while still strongly resourced-based, is diversifying with an increase in knowledge-based sectors. Technology is accelerating these shifts. Skills and training needs are also continuously evolving, requiring a responsive approach to ensure we have the skilled workers for the jobs of the future. The ministry makes strategic investments in human capital to strengthen B.C. socially and economically. Our people, our talent, and the ideas we generate, are the foundation to enhancing our competitiveness in a globalized society and economy. B.C.'s diverse regional strengths also provide the underpinnings for creating opportunities. We are building a culture of innovation and collaboration to transform how we prepare British Columbians for success. By leading a dynamic, integrated post-secondary system the ministry is taking a systemic, future-oriented approach to link education, research and development to enhance the social well-being and quality of life for all British Columbians.

Building a strong economy is central to our mission. We seek out innovative approaches to education and research that value creativity and maximize return on investment. A key focus is to ensure post-secondary institutions have the tools and supports they need to stay on the cutting edge of research. For example, through the BC Knowledge Development Fund we invest in research infrastructure for the province's public post-secondary institutions, teaching hospitals and affiliated non-profit agencies. By sharing knowledge and working closely with partners, we are developing solutions to a range of economic, social, scientific and environmental issues.

B.C.'s world class post-secondary education system – with its combination of institutions: large and small, urban and rural, public and private, Aboriginal and theological – delivers educational services to students, families and communities across the province. Ensuring that students attending these institutions receive a high quality post-secondary education is of foremost importance. To accomplish this goal, the ministry provides leadership to achieve a shared vision across the system, which recognizes regional needs. This involves initiatives, such as the Quality Assurance Framework, which will use internationally recognized standards and practices to strengthen safeguards for post-secondary education. Through an internationalized system, we will not only attract international students from abroad, but also prepare B.C. students for success in a more globalized world. By working together on key initiatives, ministry and system

partners can build on the current strengths of our system to help ensure B.C. maintains a global competitive advantage.

B.C. is focused on ensuring a seamless transition for students from high-school through to the labour market to support them to achieve their education, training and employment goals. The ministry plays a key role in delivering on government's *Skills and Training Plan* to ensure British Columbia has the skilled workers, including trades and technical workers, needed to capitalize on the province's economic and labour market needs. We lead a number of strategies in the plan and are targeting investments to align training programs with regional and industry needs. The ministry has also developed an education strategy for improving post-secondary outcomes for Aboriginal learners. In addition, we must adapt to diverse and changing educational and labour market needs. We are exploring flexible learning opportunities that incorporate open education resources, such as open textbooks. The ministry also administers student financial assistance programs, which help eligible students with the costs of their education through loans, grants, bursaries, scholarships and special programs. Additional funding is in place to assist under-represented groups in the student population. The ministry's focus on being responsive to student and industry needs helps ensure B.C. is well positioned for the future.



A diverse labour force in a global economy is a competitive advantage enabling increased productivity and greater success in recruiting and retaining top talent. B.C. will need to further embrace a global perspective and encourage a culture of inclusivity. Today, one quarter of B.C.'s population identifies as visible minorities, making B.C. the most ethnically diverse province in Canada. This diversity enriches our post-secondary experiences, communities and industries.

# Strategic Context

Our province and economy are changing. We must evolve to meet the demands of today and tomorrow. We need to be adaptable, seek out opportunities and embrace challenges. The following are key factors influencing our work.

## Jobs and the Economy

There is a growing need for post-secondary education. It is estimated that 78 per cent of new job openings in 2020 will require some form of post-secondary training. These jobs require different skills and training depending on the type of work. B.C. has a diverse economy; as a result, training needs in Dawson Creek may differ from those in Kelowna, Abbotsford or Campbell River. We need to ensure training is responsive to the needs of our communities and regions. We aim to create long-term jobs and investment in B.C. by focusing on eight key industry sectors: forestry; mining; natural gas; agrifoods; technology (including clean technology); tourism; transportation; and, international education.

## Innovation in Technology

Technology is accelerating change in education and our economy. British Columbians are among the country's highest internet users. Students are learning in an increasingly connected world and increasingly expect to receive instant responses to their educational needs, and new methods of delivery. Our post-secondary system is undertaking leading-edge research and development and is partnering with industry to create and support innovation in our economy and our society.

## Changing Demands and Expectations

British Columbians have a variety of paths to reach their post-secondary education goals. They can enter following high school, from the labour market, after an absence raising a family or as immigrants from other countries around the world. Post-secondary programming must anticipate the diverse backgrounds, goals and passions of learners, offering choices online and on-campus in communities across the province.

***B.C. ECONOMIC OUTLOOK***

*British Columbia's real GDP increased by 1.7 per cent in 2012 (according to preliminary GDP by industry data from Statistics Canada), following growth of 2.8 per cent in 2011. Annual gains in the domestic economy during 2012 were observed in employment, consumer spending and housing starts. BC's exports fell during the year, however, as global demand weakened and prices fell for some key commodities. Several risks to British Columbia's economy remain, including further slowing of domestic economic activity, renewed weakness in the US economy, the ongoing European sovereign debt crisis threatening the stability of global financial markets, exchange rate volatility, and slower than anticipated economic growth in Asia dampening demand for BC's*

Our system must also be flexible. It must allow students to transfer between institutions and programs, as their educational needs evolve. We also need to ensure programs are responsive to industry and employer demand, ensuring the right mix of workers, in the right regions, at the right time.

## Demographics and Diversity

The demographics of the province are changing. Over the next 25 years, British Columbia is expected to face an aging population and a shrinking workforce, with B.C. Stats projecting a four per cent decrease in the number of people aged 20-24. As a result, the province will face a labour and skills shortage. These demographic shifts will also require the province's post-secondary education system to adapt to the requirements of an evolving student population.

Post-secondary education and skills training will play a key role in addressing labour market needs. By taking a comprehensive approach that links K-12, post-secondary education, industry and business, we can provide British Columbians with the skills they need to participate in the workforce and position businesses to respond to demographic shifts with new approaches and improved productivity. We must attract international students and encourage more high school students to engage in post-secondary education, including Aboriginal youth, which are the fastest growing demographic in B.C. By seeking innovative ways to more easily transition from K-12 to post-secondary education, we will create more possibilities for students to continue their education and training. We must also help new generations of students and under-represented groups see the personal and financial benefits of careers in the trades and take advantage of training that is available.

The province is also becoming more culturally diverse. We need to expand our international focus in B.C. to remain competitive in an increasingly globalized world. This will lead to greater understanding and tolerance, enriching personal connections between British Columbians and other people around the world. It will also help create and maintain key international pathways for commerce, research and innovation.

# Report on Performance

## Performance Results Summary Table

| Goal 1: British Columbia's post-secondary education system is relevant and responsive in meeting the needs of the economy and society<br>For greater detail see pages 15 to 20 | 2012/13 Target | 2012/13 Actual |
|---|---|---|
| **1.1 British Columbians are able to fulfill their full potential through access to high quality education and skills and trades training that stimulate innovation and meet future economic needs** | | |
| Student outcomes – Unemployment rate | ≤ 11.8% | 8.0%<br>EXCEEDED |
| Graduates reporting their knowledge and skills are useful in their employment | ≥ 90% | 85%<br>SUBSTANTIVELY ACHIEVED |
| Students satisfied with their education | ≥ 90% | 93%<br>ACHIEVED |
| **1.2 B.C. has an internationally recognized post-secondary education system** | | |
| International students studying in British Columbia | n/a[1] | 100,700 |
| **Goal 2: A collaborative, innovative and dynamic education sector, built on a common vision and strong partnerships**<br>For greater detail see pages 20 to 21 | **2012/13 Target** | **2012/13 Actual** |
| **2.1 B.C. has a dynamic, integrated post-secondary education sector with a common vision and direction** | | |
| Students satisfied with their transfer experience | ≥ 90% | 83%<br>SUBSTANTIVELY ACHIEVED |
| **Goal 3: B.C.'s public and private post-secondary and K to 12 systems work with families, business and communities to support a student-centered experience that positions students for success**<br>For greater detail see pages 21 to 26 | **2012/13 Target** | **2012/13 Actual** |
| **3.1 The student's journey from K-12 to post-secondary to the labour market is seamless** | | |
| Transition from high school to post-secondary | ≥ 70% | 69%<br>SUBSTANTIVELY ACHIEVED |

[1] This is a new measur , that first appeared in the ministry's 2012/13-2014/15 service plan. As such, no target was set for 2012/13; however, targets for future years are available in the ministry's 2013/14-2015/16 service plan.

| **3.2 Education and training are accessible, affordable and positions learners for success** | | |
|---|---|---|
| Credentials awarded to Aboriginal students | n/a[2] | 2,727 |
| Total student spaces in public post-secondary institutions | 200,275 | 206,998<br>EXCEEDED |
| Loan repayment as a percent of income | ≤ 8% | 5.3%<br>EXCEEDED |

Performance measure results are assessed according to the following scale:

Exceeded = 110% or more of target;

Achieved = 100 to 109% of the target;

Substantively achieved = 90 to 99% of the target; and

Not achieved = Less than 90% of the target.

[2] This is a new performance measure. A target was not set for the 2012/13 reporting year, as data were still being collected to build a trend analysis and determine reasonable targets for this measure.

# Goals, Objectives, Strategies and Performance Results

## Goal 1: British Columbia's post-secondary education system is relevant and responsive in meeting the needs of the economy and society

### Objective 1.1: British Columbians are able to fulfill their full potential through access to high quality education and skills and trades training that stimulate innovation and meet future economic needs

**Strategies**

- Align programs and skills and trades training with current and projected labour market needs by:
    - targeting investment in priority areas such as health education programs;
    - identifying and targeting expanding sectors of the economy such as liquefied natural gas and shipbuilding;
    - sharing labour market data, analysis and forecasts with post-secondary education providers; and
    - working with public post-secondary institutions and the Ministry of Jobs, Tourism and Innovation to enhance labour market demand and supply modeling.
- Work with the Ministry of Jobs, Tourism and Skills Training to create Regional Workforce Tables that will inform how institutions can effectively deliver regionally based skills development programs and ensure they align with regional employment needs.
- Work with post-secondary institutions to promote entrepreneurship education and realize additional returns on investments in research and innovation.
- Expand and strengthen B.C.'s quality assurance system to provide students with a recognizable symbol of quality education to make B.C. more attractive to domestic and international students.

**Performance Measure 1: Student outcomes – Unemployment rate**

| Performance Measure | 2010/11 Actual | 2011/12 Actual | 2012/13 Target[1] | 2012/13 Actual[2] |
|---|---|---|---|---|
| Unemployment rate | 9.0% | 9.2% | With high school credentials or less: ≤ 11.8% | 8.0% EXCEEDED |
| Diploma, associate degree and certificate graduates | 10.9% | 10.5% | | 9.3% |
| Apprenticeship graduates | 9.6% | 11.3% | | 8.4% |
| Bachelor degree graduates | 6.6% | 6.9% | | 6.3% |

**Data Source**: Baccalaureate Graduates Survey; Diploma, Associate Degree, and Certificate Student Outcomes Survey; and Apprenticeship Student Outcomes Survey (2010 to 2012).

[1] Target is the unemployment rate for people aged 18 to 29 years with high school credentials or less from the most recent annual Labour Force Survey.

[2] The margin of error for the overall system unemployment rate was plus or minus 0.3%, for diploma, associate degree and certificate graduates it was plus or minus 0.5%, for apprenticeship graduates it was plus or minus 0.8% and for bachelor degree graduates it was plus or minus 0.4% (19 times out of 20). Attempts are made to contact all eligible graduates (about 50,000 each year) and a response rate of at least 50% is achieved.

## Discussion of Results

One of the major objectives of post-secondary education is to develop citizens with the knowledge and skills to fully participate in today's competitive and evolving economy. This measure reflects the relevance of post-secondary credentials to the marketplace and provides an indication of how successful public post-secondary graduates are in making the transition from post-secondary education to the labour force.

The measure compares British Columbia public post-secondary graduates' unemployment rates with the unemployment rate for British Columbians aged 18 to 29 years with high school credentials or less. There is a well-observed association between higher education and lower rates of unemployment. The target for this measure is that former students and graduates should have a lower level of unemployment than those people with high school credentials or less. Lower unemployment will positively affect individuals, families and whole communities as well as B.C.'s overall economic prosperity.

In 2012/13, the percentage of all post-secondary graduates who were unemployed was 8.0 per cent compared with 11.8 per cent for young adults with high school credentials or less.

## Performance Measure 2: Graduates reporting their knowledge and skills are useful in their employment

| Performance Measure | 2010/11 Actual | 2011/12 Actual | 2012/13 Target | 2012/13 Actual[1] |
|---|---|---|---|---|
| Percent of public post-secondary graduates reporting that their knowledge and skills are useful in their employment | 84% | 85% | ≥ 90% | 85% SUBSTANTIALLY ACHIEVED |
| Diploma, associate degree and certificate graduates | 81% | 82% | | 83% |
| Apprenticeship graduates | 96% | 94% | | 94% |
| Bachelor degree graduates | 85% | 84% | | 84% |

**Data Source**: Baccalaureate Graduates Survey; Diploma, Associate Degree, and Certificate Student Outcomes Survey; and Apprenticeship Student Outcomes Survey (2010 to 2012).

[1] The margin of error for the overall percentage of graduates reporting useful knowledge and skills was plus or minus 0.4%, for diploma, associate degree and certificate, apprenticeship, and bachelor degree graduates the margin of error was plus or minus 0.7% (19 times out of 20). Attempts are made to contact all eligible graduates (about 5,000 each year) and a response rate of at least 50% is achieved.

### Discussion of Results

Ensuring B.C. post-secondary institutions offer training and education programs that are relevant and applicable to the ever-changing labour market needs is critical to ensuring learners have the skills and knowledge to be successful in their chosen career.

This performance measure reflects students' assessment of the usefulness of the knowledge and skills acquired during their post-secondary educational experience. It is an indication of how well public institutions' programs are meeting the needs of both students and the labour market.

In 2012/13, 85 per cent of respondents reported that the knowledge and skills they gained through their education or training was either "very useful" or "somewhat useful" in performing their current work duties.

### Performance Measure 3: Students satisfied with their education

| Performance Measure | 2010/11 Actual | 2011/12 Actual | 2012/13 Target | 2012/13 Actual[1] |
|---|---|---|---|---|
| Percentage of public post-secondary students satisfied with their education | 94% | 94% | ≥ 90% | 93% ACHIEVED |
| Former diploma, associate degree and certificate students | 94% | 93% | | 93% |
| Apprenticeship graduates | 95% | 94% | | 95% |
| Bachelor degree graduates | 95% | 94% | | 93% |

**Data Source:** Baccalaureate Graduates Survey; Diploma, Associate Degree, and Certificate Student Outcomes Survey; and Apprenticeship Student Outcomes Survey (2010 to 2012).

[1] The margin of error for the overall percentage of graduates rating the satisfaction with the education they received positively was plus or minus 0.2%, for diploma, associate degree and certificate, apprenticeship, and bachelor degree graduates the margin of error was plus or minus 0.6% (19 times out of 20). Attempts are made to contact all eligible graduates (about 50,000 each year) and a response rate of at least 50% is achieved.

## Discussion of Results

Ensuring that students enrolled in post-secondary education receive a high quality post-secondary education is of foremost importance. Students' assessment of their overall satisfaction with their program is one way to measure the quality of the system.

This measure surveys students, at public post-secondary institutions, two years after they complete their programs. This allows students to reflect on their education in relation to their experience in the workforce.

Students consistently report very high satisfaction with their education. In 2012/13, 93 per cent of students reported being satisfied or very satisfied with their education.

## Objective 1.2: B.C. has an internationally recognized post-secondary education system

## Strategies

- Develop and implement an International Education Strategy, capitalizing on B.C.'s education, economic and social advantages, in order to increase international enrolments and assist in the internationalization of B.C.'s education system that includes:
    - expanding opportunities for B.C. students to gain knowledge and build relationships that will enable them to be successful in an increasingly global society;
    - promoting B.C. in key target markets to encourage international students to pursue further learning in B.C. and create opportunities for British Columbians to study abroad, and

- providing international students with an online gateway offering a no-wrong-door approach to key information.

- Explore the potential for a single body to oversee formal credential assessments for foreign-trained professionals including the review of best practices and options for foreign credential recognition developed.

## Performance Measure 4: International students studying in British Columbia

| Performance Measure | 2011/12 Baseline[1] | 2012/13 Target[2] | 2012/13 Actual |
|---|---|---|---|
| 50% increase of the total current number of international students studying in British Columbia over the next four years.[3] | 94,000 | n/a | 100,700 |

**Data Source:** Citizenship and Immigration Canada; Ministry of Education; Public Post-secondary Institutions; and Languages Canada.

[1] The 2011/12 baseline data are from the 2009/10 academic year.

[2] This is a new measure that first appeared in the ministry's 2012/13-2014/15 service plan. As such, no target was set for 2012/13; however, targets for future years are available in the ministry's 2013/14-2015/16 service plan.

[3] This measure includes students studying in the kindergarten to grade 12 system, public and private language schools and at public and private post-secondary institutions.

## Discussion of Results

International education offers valuable social and cultural opportunities for our educational institutions, domestic students and communities throughout British Columbia. International students enrich our campuses, classrooms and communities, and when British Columbians study or teach abroad, they develop lifelong international connections and global perspectives.

The ministry has developed a target of growing our international student presence by 50 per cent by 2015/16. This measure tracks our progress towards that target. The baseline of approximately 94,000 international students choosing B.C. to pursue their educational goals, includes 28,000 in our public post-secondary system, 11,000 attending private post-secondary, 43,000 in public/private language schools and 12,000 in public/independent kindergarten to grade 12 education.

In 2012/13, there were 100,700 international students studying in British Columbia.

### Objective 1.3: B.C.'s post-secondary education sector is fully accountable, transparent and demonstrates value

#### Strategies

- Strengthen institutional accountability with performance expectations to align investments to The BC Jobs Plan priorities including labour market and community needs.
- Improve financial and performance reporting by developing a financial community of practice across the provincial post-secondary sector.
- Complete an annual review of borrower default rates at institutions to ensure programs align with labour market needs so that students will be able to find jobs in the careers they have trained for thereby reducing the number of borrowers defaulting on their student loan.

## Goal 2: A collaborative, innovative and dynamic education sector, built on a common vision and strong partnerships

### Objective 2.1: B.C. has a dynamic, integrated post-secondary education sector with a common vision and direction

#### Strategies

- Lead discussions with institutions and the public to collaborate and participate in the development of services and policies.
- Provide access to post-secondary data and information to increase opportunities for engagement with institutions and improve decision making.

### Performance Measure 5: Students satisfied with their transfer experience

| Performance Measure | 2010/11 Actual | 2011/12 Actual | 2012/13 Target | 2012/13 Actual[1] |
|---|---|---|---|---|
| Percentage of diploma, associate degree and certificate transfer students who rated their overall transfer experience positively | 83% | 78% | ≥ 90% | 83% SUBSTANTIALLY ACHIEVED |

**Data Source:** Diploma, Associate Degree, and Certificate Student Outcomes Survey (2010 to 2012).

[1] The margin of error for this measure was plus or minus 1.5% (19 times out of 20).

## Discussion of Results

Many students begin their post-secondary studies at one institution and transfer to another to complete their credentials. The efficient and seamless recognition of previous studies save students both time and money because they may live at home for the first year or two and do not need to repeat course work already completed at another institution.

Diploma, associate degree and certificate students who had transferred were asked how satisfied they were overall with their transfer experience.

In 2012/13, 83% of students who transferred were satisfied or very satisfied with their transfer experience, slightly up from previous years' results.

## Objective 2.2: Government, post-secondary institutions and communities have strong partnerships

## Strategies

- Lead discussions on creating a common vision and purpose across the post-secondary education system.
- Leverage and enhance partnerships with post-secondary institutions and other agencies, to encourage innovation in the post-secondary system (e.g.: BCcampus, BC Council on Admissions & Transfer, Private Career Training Institutions Agency, Aboriginal partner tables and the Industry Training Authority).

# Goal 3: B.C.'s public and private post-secondary and K to 12 systems work with families, business and communities to support a student-centered experience that positions students for success

## Objective 3.1: The student's journey from K-12 to post-secondary to the labour market is seamless

### Strategies

- Work with the Ministry of Education to develop a joint strategy to increase the number of K-12 students entering post-secondary education and training programs.
- Support and enhance "dual credit" programs so high school students can earn post-secondary credits.
- Work with agencies such as the BC Council on Admissions and Transfer and BCcampus to implement and/or explore recommended actions from the B.C. transfer system business process review in order to create seamless mobility for students and greater portability of credits.

### Performance Measure 6: Transition from high school to post-secondary

| Performance Measure | 2010/11 Actual | 2011/12 Actual | 2012/13 Target | 2012/13 Actual[1] |
|---|---|---|---|---|
| The percentage of high school graduates who enter a public post-secondary institution within three academic years of graduating from high school. | 68% | 69% | ≥ 70% | 69% SUBSTANTIALLY ACHIEVED |

**Data Source:** Student Transitions Project.

[1] Data for 2012/13 includes 2008/09 high school graduates whose year of entry into the public post-secondary system was 2009/10, 2010/11 or 2011/12.

### Discussion of Results

This measure provides evidence that B.C. high school students are accessing the province's post-secondary system. Traditionally, approximately half of high school graduates in B.C. enrol in public post-secondary education immediately after graduating. A significant group transition into public post-secondary education after a "gap" year. This measure examines the transition rate after three years.

In 2012/13, 69 per cent of high school graduates enrolled in B.C.'s public post-secondary system within three years of graduation.

## Objective 3.2: Education and training are accessible, affordable and positions learners for success

### Strategies

- Engage the public and stakeholders, particularly students and remote community members, in a dialogue on Aboriginal post-secondary education using face-to-face and online approaches.
- Develop an Aboriginal Post-Secondary Education and Training Framework and Action Plan to:
    - increase participation rates, learning outcomes and economic and social opportunities for Aboriginal learners,
    - support culturally relevant programs, and
    - provide funding for additional partnerships between public post-secondary institutions and Aboriginal communities for community-based delivery of programs that meet Aboriginal needs.
- Maintain affordable public post-secondary education and training through fair tuition policy.
- Provide tuition-free Adult Basic Education and provide support to disabled learners.
- Undertake a comprehensive review of student financial assistance programs and policies and implement service and program improvements.
- Review online learning opportunities and strategically target identified gaps to improve access to online and mobile learning.
- Improve access to post-secondary training by increasing literacy and workplace training.
- Continue to provide spaces and infrastructure to support accessible education and training opportunities.
- Work with stakeholders to eliminate barriers for persons with disabilities and those from lower income families.

## Performance Measure 7: Credentials awarded to Aboriginal students

| Performance Measure | 2011/12 Baseline[1] | 2012/13 Target[2] | 2012/13 Actual |
|---|---|---|---|
| Credentials[3] awarded to Aboriginal[4] students in the public post-secondary system | 2,634 | n/a | 2,727 |
| Graduate and First Professional[5] | 118 | | 133 |
| Bachelor | 547 | | 513 |
| Diploma[6] | 410 | | 362 |
| Certificate[7] | 1,421 | | 1,521 |
| Developmental | 138 | | 198 |

**Data Source:** Student Transitions Project.

[1] Data for the 2011/12 baseline are from the 2009/10 fiscal year. These data are restated from last year's service plan, where they were listed as data for the 2010/11 baseline. The number of credentials awarded to Aboriginal students in 2009/10 on a revised basis was 2,724. Data for the 2012/13 Actual are from the 2010/11 fiscal year.

[2] This is a new performance measure. A target was not set for the 2012/13 reporting year, as data were still being collected to build a trend analysis and determine reasonable targets for this measure.

[3] Excluded are apprenticeship, short certificates and other credential types, and programs awarding credentials for participation without evaluative components.

[4] Aboriginal learners are students with Aboriginal ancestry who self-identified in the B.C. K-12 education system or who self-identify as Aboriginal at a B.C. public post-secondary institution. The Non-Aboriginal category may include Aboriginal learners who have not self-identified.

[5] Includes doctorates, master's degrees, first professional degrees, graduate diplomas, graduate certificates, post-degree diplomas and post-degree certificates.

[6] Includes diplomas, associate degrees and advanced diplomas.

[7] Includes certificates and advanced certificates.

## Discussion of Results

Providing Aboriginal students with the education and training they need to benefit from the economic opportunities that exist in the province is a key priority for the ministry. Increasing Aboriginal student participation in education not only helps fill labour and skills shortages, but will also positively affect individuals, families and whole communities, thereby improving B.C.'s overall economic and social prosperity.

The Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan's 2020 target is to increase the number of credentials awarded to Aboriginal learners by 75 percent from 2,634 in 2010/11 to 4,609 in 2020/21.

In 2012/13, 2,727 credentials were awarded to Aboriginal students. As the implementation of the actions under the Framework continues, there will be more Aboriginal students accessing and completing post-secondary programs.

## Performance Measure 8: Total student spaces in public post-secondary institutions[1]

| Performance Measure | 2010/11 Actual[1] | 2011/12 Actual | 2012/13 Target | 2012/13 Actual |
|---|---|---|---|---|
| Total student spaces in public post-secondary institutions[2,3,4] | 206,216<br>Target: 202,420 | 206,494<br>Target: 201,046 | 200,275 | 206,998<br>EXCEEDED |

**Data Source:** Ministry of Advanced Education

[1] The 2012/13 Service Plan student spaces target has been restated to reflect changes in the planned Industry Training Authority allocation and ministry-funded growth.

[2] Total student spaces include Industry Training Authority full-time equivalents.

[3] Targets remain relatively stable. The target for 2011/12 was 201,046 and the target for 2012/13 is 201,307.

[4] The ministry anticipates that the actual results for 2012/13 onwards will be higher than the published targets as public post-secondary institutions will continue to deliver more student spaces due to current economic and enrolment trends.

## Discussion of Results

Student spaces, also called full-time equivalents (FTEs), are an indicator of the ability of B.C.'s public post-secondary institutions to meet the demand for high quality education and training programs. Access to student spaces at public post-secondary institutions creates the conditions that enable learners to gain the knowledge and skills that are required to participate and prosper in both the provincial and global knowledge-based economy. Achieving the total student spaces targets in partnership with B.C.'s public post-secondary institutions is vital to ensuring that the post-secondary system optimizes its contribution to the future supply needed to meet forecast labour market demands.

In 2012, the ministry invested over $1.9 billion in the post-secondary education system. A significant portion of this investment was provided to the 25 public post-secondary institutions in British Columbia to deliver educational programs through funded student spaces. The ministry sets a target based on this investment, which can be surpassed by post-secondary institutions based on student enrollment.

Data regarding student spaces are calculated using fiscal year enrolment reports submitted to the ministry by public post-secondary institutions. Data are expressed both as a total count of actual FTEs delivered and as a ratio of actual to funded FTEs, also called the utilization rate. The total student spaces target for 2012/13 was 200,275. The utilization rate increased for the fifth year in a row to 103.4 per cent. In 2012/13, public post-secondary institutions delivered an additional 504 FTEs over the previous year.

### Performance Measure 9: Loan repayment as a percent of income

| Performance Measure | 2010/11 Actual | 2011/12 Actual | 2012/13 Target | 2012/13 Actual |
|---|---|---|---|---|
| Per cent of income used to pay educational debt or student loan payment. | 5.3% | 5.4% | ≤ 8% | 5.3% EXCEEDED |

**Data Source:** Baccalaureate Graduates Survey; Diploma, Associate Degree, and Certificate Student Outcomes Survey; and Apprenticeship Student Outcomes Survey (2010 to 2012).

## Discussion of Results

Post-secondary education is an investment for both the individual and the province. Students who choose to pursue post-secondary studies tend to have lower unemployment rates and higher lifetime earnings. However, the initial investment can be substantial.

The ministry uses information about loan repayment as a per cent of income as one measure to ensure public post-secondary education is affordable and delivering value for British Columbians. With this measure, students self-report the total amount of debt from government and other sources, as well as their income. Monthly debt as a percent of monthly income approximates the proportion of income an average student might expect to pay towards loan repayment. A lower percentage means that a smaller portion of a student's monthly income is being spent on educational debt repayment.

In 2012/13, students reported using 5.3 per cent of income to pay educational debt or student loan payment. A limit of eight percent for non-mortgage credit commitments is often used by lending institutions, such as banks, as a recommended maximum debt load. While this level is designed to minimize default levels, it does provide a starting point for a discussion of student debt loads. In this context, the average percentage of income used or education debt repayment for most B.C. students can be described as manageable.

## Objective 3.3: Students and families make informed choices about education and career options

## Strategies

- Modernize the ministry's web presence to provide no-wrong-door access to information about education and career opportunities.
- Work with the Ministry of Citizens' Services and Open Government to expand the data, information and knowledge the ministry shares with the public and invite public participation in conversations about the post-secondary education issues that matter to students and their families.
- Provide financial planning and loan repayment information to students and their families to ensure that they are better informed about available resources and their loan related responsibilities.

# Report on Resources Summary Table

| | 2012/13 Estimated | Other Authorizations[1] | 2012/13 Total Estimated | 2012/13 Actual | Variance |
|---|---|---|---|---|---|
| **Operating Expenses ($000)** | | | | | |
| Educational Institutions and Organizations | 1,867,129 | 0,000 | 1,867,129 | 1,863,130 | (3,999) |
| Student Support Programs | 84,594 | 0,000 | 84,594 | 81,503 | (3,091) |
| Competitiveness & Innovation | 8,547 | 0,000 | 8,547 | 8,143 | (404) |
| Executive and Support Services | 20,215 | 0,000 | 20,215 | 24,454 | 4,239 |
| **Sub-Total** | **1,980,485** | **0,000** | **1,980,485** | **1,977,230** | **(3,255)** |
| **Adjustment of Prior Year Accural[2]** | 0,000 | 0,000 | 0,000 | (49) | (49) |
| **Total** | 1,980,485 | 0,000 | 1,980,485 | 1,977,181 | (3,304) |
| **Ministry Capital Expenditures (Consolidated Revenue Fund) ($000)** | | | | | |
| **Executive and Support Services** | 896 | 0,000 | 896 | 880 | (16) |
| **Total** | **896** | **0,000** | **896** | **880** | **(16)** |
| **Capital Plan ($000)** | | | | | |
| **Educational Institutions and Organizations Post Secondary Institutions** | 143,781 | 0,000 | 143,781 | 139,540 | (4,241) |
| **Total** | **143,781** | **0,000** | **143,781** | **139,540** | **(4,241)** |
| **Other Financing Transactions ($000)** | | | | | |
| **Educational Institutions and Organizations Knowledge Infrastructure Program** | | | | | |
| Receipts | (10,000) | 0,000 | (10,000) | 0,000 | 10,000 |
| Disbursements | 10,000 | 0,000 | 10,000 | 0,000 | (10,000) |
| **Total Net Cash Source (Requirements)** | **0,000** | **0,000** | **0,000** | **0,000** | **0,000** |

[1] "Other Authorizations" include Supplementary Estimates, Statutory Appropriations and Contingencies.

[2] The Adjustment of Prior Year Accrual of $.049 million is a reversal of accruals in the previous year.

# Income Statement for Universities and Colleges

| | 2012/13 Budget | 2012/13 Actual | Variance |
|---|---|---|---|
| **Combined Income Statement ($000)** | | | |
| **Total Revenue** | 5,193,782 | 5,175,088 | (18,694) |
| **Total Expense** | 5,145,419 | 5,069,353 | (76,084) |
| **Operating Results** | 48,363 | 105,753 | 57,390 |
| **Gain (Loss) on sale of Capital Assets** | 0,000 | (1,190) | (1,190) |
| **Net Results** | **48,363** | **104,563** | **56,200** |

This combined income statement includes audited results from all public post-secondary institutions. Numbers do not include the elimination entries required to consolidate these agencies within the government reporting entity.

# Annual Service Plan Report Appendices

## Appendix A: Ministry Contact Information

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